

Foreword

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Echoing the words of Trish Hatch, co-developer of *The ASCA National Model: A Framework for School Counseling Programs*®, updating the *Idaho School Counseling Model: A Framework for Comprehensive Programs* is an enormous undertaking, but necessary. Much about professional school counseling in Idaho, and across the nation, has changed since the publication of the last *Idaho Comprehensive School Counseling Program Model* in 2000. Not surprisingly, the demands on professional school counselors in Idaho continue to increase; school improvement, high levels of achievement for all students, and the never-ending rounds of testing leave professional school counselors struggling to maintain effective comprehensive counseling programs. Now, more than ever, professional school counselors in Idaho need to reaffirm our basic philosophy, our identity and our daily standards of practice through this new *Idaho School Counseling Model: A Framework for Comprehensive Programs*.

The ASCA National Model for School Counseling states:

Standardizing the practices of an entire profession is an enormous undertaking, but for school counseling, it is necessary. The profession has suffered from a lack of consistent identity, lack of basic philosophy and, consequently, a lack of legitimization. ASCA wishes to thank Judy Bowers and Trish Hatch, PhD., who took on the task of developing *The ASCA National Model: A Framework for School Counseling Programs*, which was above and beyond their responsibilities as ASCA Governing Board members. The work of developing The ASCA National Model is their gift to ASCA and to school counselors across the country. They researched history, collected and analyzed state documents, conducted conversations, synthesized material and wrote the program handbook. Their joint efforts have produced a document intended to guide a state, district or local school through the process of designing, developing, implementing, and evaluating a program committed to enhancing high achievement for every student.

The process—*Origins of the ASCA National Model*®—for the development of the *ASCA National Model*® and the theory on which it is based—*The Theory Behind the ASCA National Model*®—can be found in the [Appendix on pp. 59](#) and [62](#), respectively.

The verbiage in Idaho State Statute that establishes counseling programs in Idaho and specifically identifies various requirements associated with counseling in Idaho can be found in the [Appendix on pp. 88-90](#).

Introduction

A school counseling program serves all students.

The *Idaho School Counseling Model* continues to help professional school counselors, administrators, and teachers develop, implement, and evaluate individualized school counseling programs for their own schools and districts.

Many of the nation's problems can be addressed through prevention and early intervention. Currently, learning effectiveness and efficiency are being highlighted to accomplish the goal of educating responsible and productive citizens who have a global consciousness. More than ever, comprehensive counseling is critical to help prepare students to meet the challenges of the future.

Skills such as decision-making, written and verbal communication, problem-solving, information gathering and analysis, critical thinking, assuming personal responsibility, acquiring self-knowledge and interpersonal skills, and analysis of one's behavior and its impact on others are some of the life skills that productive people need in order to continue their own development toward a strong self identity.

It is necessary for school counseling programs to focus their energies and efforts on producing students who possess the knowledge, skills, competencies, and personal habits that will help them to be productive in a global economic environment, as well as contributing citizens in society. We continue to promote a conceptual shift toward student development. The rationale for this shift is that the term "student success" emphasizes the outcome toward which we are working, rather than the services required to deliver that outcome.

School boards, superintendents, principals, professional school counselors, career specialists, and teachers must understand the organizational structure of comprehensive counseling programs, and their contributions to student achievement and life success.

In Idaho, we envision...

*Counseling
programs promote
student success
through a focus on
academic and
professional-
technical
achievement,
prevention and
intervention
activities, advocacy
and social, personal,
emotional, and
career development.*

- Academic and professional excellence will be the standard for all students.
- Idaho schools will be learning communities where all students are inspired to learn and to be intellectually curious with the support of school counseling and guidance programs.
- Every student will complete a program of study with the knowledge, skills, and responsibility to build a stronger future for themselves and others in our global society.
- Families, students, and educators will collaborate in preparing knowledgeable citizens for a better tomorrow.
- All students will have access to the tools and programs they need to achieve their highest academic and professional, life and career, and personal and social goals.
- All school district personnel share ownership for the delivery of the school counseling program.
- Idaho colleges of education will teach the *Idaho School Counseling Model* to all administrators, professional school counselors, and teachers.
- The Idaho Division of Professional-Technical Education and the State Department of Education commit to providing counseling and guidance leadership and assistance to achieve this vision.

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